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# **MODEL FOR THE INFLUENCE OF PSYCHOLOGICAL ACADEMIC ATMOSPHERE IN THE PERFORMANCE OF LEARNING TEAM IN HIGHER EDUCATION**

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## **ABSTRACT**

This research aims to produce a model of psychological situation that is expected to support the performance of the group, especially the learning teams who learn to solve problems at the college level. Issues of academic improvement and change the atmosphere becomes an important issue in the development of educational institutions, especially universities. Academic atmosphere within the scope of psychology known as the psychological situation / climate psychological that can be created within a group / team to support the performance of groups and larger organizations into a better direction. The dimensions of the psychological situation to be reviewed include five things: group cohesiveness, autonomy, innovation, mutual concern and pressure / demands of the group. Group performance can be determined by four key indicators of effectiveness, efficiency, learning and growth of groups and group member satisfaction

The results in the second year showed that the performance of learning teams in college academic atmosphere is determined by psychological. The more conducive academic atmosphere of psychological the better performance of the team learned in college.. While the dimensions of the academic atmosphere includes group cohesiveness, autonomy, innovation, care supervisors and pressures / demands of the group. And the aim of third year study is to test the influence of psychological academic atmosphere in the performance of learning team in higher education especially in college team. The approach used is an experiment. Results of the third year study showed that the role of supervisors in general were not strong enough for the performance of the team learned in college. However, when the team must learn to complete tasks with clear targets and require intensive monitoring, the role of supervisors is needed

**Key words: performance of learning team, the academic atmosphere of psychological**

Presenting Author's biography

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## INTRODUCTION

### 1. Background Issues

In the last period, data describing the quality of universities in Indonesia, one of which can be identified from the evaluation of the Director General of Higher Education of 50 universities in Indonesia (*50 promising Indonesian universities*) of the 2684 higher education institutions in Indonesia. Fifty college is both PTN and PTS has assessed the credibility of the national level and have the desire to be able to cooperate internationally ( [www.dikti.go.id](http://www.dikti.go.id) ). Looking at the data, quite proud, especially for PTN and PTS are determined to show the performance or the performance of an institution of higher education, but unfortunately also means that new data is 1.86% universities in Indonesia that can meet the criteria.

Academic atmosphere is an important factor in supporting the performance or the performance of a college, but unfortunately the definition as well as the academic study of the atmosphere has not been done.. Knowledge of the preparation of an academic atmosphere, especially psychologically expected to support the creation of conditions conducive situation and how the teams in college student studying to show better performance and can benefit the wider community.

Academic atmosphere in a review of psychological psychological psychological situation is often referred to as a *psychological climate*. Perceived psychological situation conducive by group members will support the creation of group performance. This favorable situation can be interpreted that the psychological situation that occurred in the group is in a state of dynamic, quiet, comfortable, peaceful, full of warmth and mutual trust in social relations among group members, particularly teams in charge of learning to solve problems and make decisions.

In kenyataannya problems found also in the group, one of which is the psychological situation is not conducive to support the performance of the group.. In the context of higher education is quite

alarming phenomenon like the student demonstrations that led to the aggressive actions such as the destruction of learning facilities and physical assault, fighting between students and university-colleges that do not exist to demonstrate sufficient academic reputation. Psychological situation of the group that is not conducive occurred partly because there are members of the group members are actually muddled the situation with the attitude and actions are destructive, even counterproductive.

Psychological situation of the group that is conducive to supporting a good group performance. Groups in the world in the academic world called the group or team learning (Watson, et al., 2002). The team works to complete the task that faced with solving problems and making decisions. Tasks completed to achieve the agreed goals. Performance team to be something important to look at the team's success in achieving goals. Performance group in this study more attention than individual performance. When concerns and expectations are no longer placed on individual achievement, the achievement is an alternative group that needs to be assessed and difikirkan.

## **2. Research Objectives**

The main objective of this study was to obtain a model atmosphere of academic psychological performansi influential group of college teams. In addition to these primary objectives, this research also has goals in testing the influence of design on the psychological atmosphere of the academic performance of the group / team learning students (experimental approach).

## **3. Urgency Research**

This research study groups concerned about the performance-learning students in universities in particular, and overall performance of colleges in general. The Indonesian nation requires beings who are able to solve national problems in a wise and wise, and this can start by improving the quality of higher education that educates prospective successor to the nation.

Psychological academic atmosphere conducive and supportive college performance is a concern of this study, while the academic atmosphere is not conducive psychological strived to be repaired, empowered and developed into a psychological atmosphere that is conducive to academic learning team performance in college.

Some evidence from scientific research results indicate the emergence of maladaptive behaviors when a group of psychological atmosphere is not conducive. As a study conducted by Jackofsky and Slocum (1988) in the topic of the atmosphere or organizational climate and the occurrence of displacement and turnover *intentions*. Problem displacement or replacement workers also occurred in the nursing profession, which is accompanied by problems of absenteeism is an indicator of withdrawn behavior. This problem is naturally sourced from job stress, and antecedent factors associated with the atmosphere or organizational climate (Cherniss, 1980; Stobbe, et al., 1988; Hemingway & Smith, 1999). The study of atmospheric or psychological situation of the organization also conducted to assess the impact of psychological atmosphere of helplessness subjective health service providers in major cities of the United States to revise the law (Strutton, et al., 1997).

A good starting point for understanding the psychological processes that underlie the effectiveness of the team was the theory of cooperation and competition (Deutsch, 1949, 1973; Johnson & Johnson, 1989; Tjosvold, 1998). The theory explains that people in the group perceive the purpose and the existence of other group members as a form of cooperation or other forms of competition. In the group condition perceived as a form of cooperation, then the group members have a mutual trust is high, psychologically safe, resolve conflicts constructively and can discover the advantages of the conflict either for themselves or for members of the group (Stanne, Johnson & Johnson, 1999 ; Tjosvold, 1998: Wong, Tjosvold & Yu, 2005).

Evidence suggests that group in a laboratory setting to make decisions better and negotiate conflicts constructively when: (a) members perceive that there is a mutually dependent in achieving results and pro-motivated members of social groups, (b) group members are motivated to engage in systematic processing of information, carefully and with deliberation. Faktor kerjasama kelompok menjadi poin penting dalam mendukung performansi kelompok. Factor group cooperation becomes an important point in favor of group performance. Therefore, this study tried to assess the psychological factors that play an important role supporting the academic atmosphere in the scope of the college.

This research is expected to deliver benefits in terms of practical application of psychological theories in the context of the creation of a psychological situation or atmosphere that supports academic performance of learning teams in particular, as well as other social groups that exist in society in terms of: (1) Preparation of designs that take into account the atmosphere of academic psychological dimensions that will support the performance of a group of college in particular and other social groups in general; (2) Designing the efforts that need to be a study group in college to achieve a good group performance; (3) Finding a good learning (*lesson learnt*) from college who has demonstrated the best performance, to be used as a model for other universities in creating a psychological atmosphere of academic situations and in particular to create the psychological conditions that support the college performance; (4) Finding a good learning (*lesson learnt*) from colleges that have not been able to show his best performance, to examine the key issues that occur, especially from academic psychological atmosphere in college; (5) Designing a design model of academic psychological atmosphere that can be used as a reference by universities to be able to display the best performance; (6) Provide design concept to the psychological atmosphere of academic learning teams colleges that have not been effective for use as a means of empowerment from a variety of resources (*resources*) available at the college in order to more optimally; (7) Provide recommendations to the Directorate General of Higher Education (Directorate General of Higher Education) on the preparation of the performance criteria of universities that have good performance (*outstanding performance*), and the efforts that can be done to facilitate the performance of the Director General of Higher Education, particularly in terms of the academic atmosphere of psychological / psychological climate of a college.

## REVIEW REFERENCES

### 1. Group Performance

Performance of the team becomes an important matter, especially in a cultural context kolektivistik because individuals living with social groups, and often faced with the tasks of the group. Results achieved in the group are representation and achievement team members involved. A formidable team and superior and can demonstrate good performance based on a certain criteria would be a model for other teams to show good performance as well.

Team performance is demonstrated by the achievements of a team in the face of a task. Performance team is a major determinant of the success of a team (Stott and Walker, 1995). Achievement may be the best outcome, the number of products produced and the speed and accuracy in handling the task. Team performance can be reviewed in terms of quality, quantity and the process through in the face of a given task. Stott and Walker (1995) suggested that the performance not only could be interpreted as the result only, but including also the processes and relationships that occur are part performance. This is based on the opinions of Weisbord (1985) that the results achieved and the good cooperation relations for completing the task, strong coherent thought someone who had worked in teams with others. One thing that relates to the term performance of recent years also examines the quality of teamwork is a term related to the quality of the work already done.

On the world stage work, the group often referred to as a work team. In the academic world stage, a group often seen as a specific task force groups (*task forces team*) or team learning. Hackman (2002) stated that the team relies on the input given to each other to display their work. Members looked at

each other to achieve the joint mission and look to the leader of the group to provide the tools, training when needed and networking with other teams within the organization. Unlike the working group with a manager who makes decisions, then a team to make decisions that reflect the skills or competence (*know-how*) and give experience to all members. This is what will lead to better decisions.

Four dimensions that determine the performance of the team based on literature review and research conducted by Hackman and Oldham (1980); Katzenbach and Smith (1993); Hunt (1999) was the first, the effectiveness of the team that is a level of a task or the result of a process that gives satisfaction assignor to the team (*stakeholders*). Second, the efficiency of a level on the processes that occur within the team (such as communication, coordination, leadership, collaboration and decision making) and provide support for the achievement of the process through, the team's progress and satisfaction team members. Third, learning and growth are characterized by the process of learning (*knowledge artifacts*) such as innovation, skills that are transmitted, documented learning outcomes, best practices, tools, methods, and progress of the process. Fourth, team member satisfaction is a level of contribution of the work of the team gave an impulse for self-development team members (MacBryde and Mendibil, 2003).

A team showed better performance than individuals when faced with complex tasks such as in business and academic fields. Team performance is often related to a combination of competence of team members and team effectiveness variables (Watson, et al., 1992; Watson, et al., 2002). The team is also known in academic circles, are used in classes as part of the learning process, as well as group assignments and study groups (Michaelson, Watson, Cragin & Fink, 1982). Team learning (*learning team*) this is a natural team, consisting of several student / students (resources) that must work together for some time (transformation) in order to achieve the accomplishment or success as individuals and as teams (product), and the process the team is an important point to create team synergy.

Team learning is usually complete a task or project together with explore, analyze and propose solutions, decision-making to a complex case study of knowledge appropriate area of interest. Several types of tasks or projects facing learning teams also involve the planning process. Team learning also perform tasks that are handled, especially when faced with a situation of competition with other teams and evaluated learning by teaching staff. Therefore the study of team learning is important at least for two reasons: first, the team also studied consistently show performance on the tasks at hand, but rarely discussed in the literature about the team. Second, team learning is often used in the design of the learning process to achieve the instructional objectives in the academic field (Watson, et al., 2002).

Based on some of the exposure results of theoretical study and review of research on top, team performance indicators that can bring social achievements can be observed from the type of tasks faced by the team. Context in the field of employment at the company have differences with the context in the field of work in education, health and sports fields in the legal field. In the context of the academic world, specifically in educational psychology, the task faced by the team learning is related to the process of learning to solve problems of physical tasks, cognitively and innovative. Physical tasks can be a test of visual motor coordination; cognitive task in the form of a general knowledge of psychology, while the innovative tasks are tasks that are often given in Psychology yet provide ample opportunity to pour his creative ideas, for example, create a poster based on a journal. Performance learning teams on the type of task solving this problem can be measured in terms of effectiveness (the accuracy of the decision) team, the efficiency (internal processes) team, learning and team growth and satisfaction that the team members who traveled with the team work beneficial to the personal development of team members.

## **2. The Psychological Atmosphere**

The concept of atmospheric or climatic situation or in the field of psychology can be traced from the initial study conducted by Kurt Lewin who reviewed the climate or the atmosphere in the field of psychology as a characterization of strong environmental stimulus and an important determinant of

motivation and behavior. Psychological atmosphere or climate in this study was subsequently interpreted as a psychological situation. At the individual level, understood as a psychological situation that presents the perception of cognitive interpretation of organizational context or situation.. Circumstances be considered as a key function of attachment between humans and the environment. Emerging theoretical perspectives, the situation is a set of perceptions that are relevant to organizations, events and processes (James & Jones, 1974; Jones & James, 1979). This perception comes from individual interactions with the context and individual interaction with each other which presents an interpretation of the organization, events and processes (Kozlowski & Farr, 1988; Schneider, 1983). In the organizational context, the psychological situation is described as the description that appears based on the experience of the work environment, more specifically related to employee perceptions of formal and informal policies, activities and procedures within the organization (Schneider, 2000).

Psychological situation of the group is the perception of individuals who share about a general descriptions of the task environment. Perceptions about the situation that a mediator relationship between organizational context and individual responses, as the basis for behavioral and affective conditions (Schneider, 1983a, 1983b). Although the frameworks that shape the perception of this situation is common at the individual level, but also indicated that the processes running in interactive and reciprocal. Individuals who have in common tend to be interested in the same context, familiar with the ways the same and display the same picture of the context at hand and share about the interpretation held by other individuals in a situation. Often, this process tends to produce a consensus about the perception of the situation. When consensus can be shown as the perception of the situation at a higher level, these perceptions can be a collection that presents the situation at the group level construct and organizations, the manifestation of a higher level of collective phenomena (Kozlowski & Doherty, 1989; Glisson & James , 2002; Kozlowski & Klein, 2002).

The meta-analysis by Parker, et al. (2003) found that the psychological situation is operationally defined as an individual's perception of the work environment has a significant relationship with work attitudes, motivation and performance. The results of this study also argued about a strong theory about the psychological situation, rooted in psychological processes when individuals interpret, give meaning or experience of work tasks. Some studies on the level of analysis has also been reported inidividu linkage relationship between individual perceptions about the work environment with multiple criteria such as job satisfaction (Schneider & Snyder, 1975), fatigue (McIntosh, 1995), work involvement (Brown & Leigh, 1996), the behavior has organization (Moorman, 1991) and work performance (Pritchard & Karasick, 1973). In group or organizational level of analysis, workers' perceptions of psychological climate or situation is used to predict the results achieved at the level of groups such as the accident rate (Zohar, 2000), customer satisfaction and financial performance (Schneider & Bowen, 1985; Schneider, White & Paul, 1998). Based on some of the exposure can be concluded that the individual's perception about the environmental psychological situation of their duties at the level of individual and group analysis has a correlation with performance, as well as in the context of team learning in the academic world. Another attempt is made to identify the key dimensions of the psychological situation by Koys and De Cotiis (1991) by surveying the literature and found more than 80 labels psychological dimensions of the situation. Koys and De Cotiis (1991) set three criteria important to identify the psychological situation of the first dimension, the dimension is a measure of perception. Second, the dimensions of an image rather than the evaluation activity. Third, these dimensions can not be an aspect of organizational structure and duties. Using these criteria Koys and De Cotiis (1991) makes the derivation of 8-dimensional basis of various literature, namely: (1) Autonomy: the perception that the individual has the authority to work procedures, goals and priorities; (2) Trust: the perception that a person can communicate openly with your supervisor and the expectation that confidentiality will be maintained in the communication process; (3) Cohesion: perception of closeness, a willingness to share, interest and collaboration among members of the group or organization; (4) Pressure: the perception of time is required in the completion of tasks and performance expectations of performance; (5) Support: Perceptions of supervisor tolerance of the behavior of group members, including tolerance to errors; (6) Appreciation: the perception that the group or organization appreciate the contributions of group members; (7) Justice: the perception that

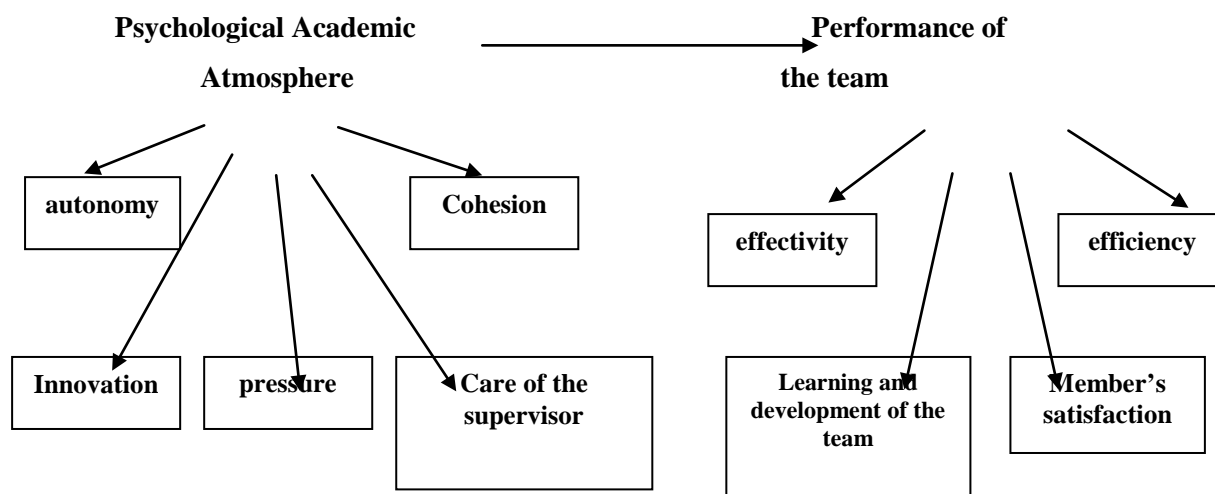


the practices or activities in the organization conducted fairly to every member; and (8) Innovation: perceptions about risk-taking, change and creativity are encouraged in the group process.

Results of research conducted by Odden and Messiah (1997) by performing a factor analysis of the eight dimensions, among which four dimensions: trust, support, respect and justice form one factor, which would be more appropriate if called as a dimension of concern can be summed supervisor. Sehingga that the psychological situation surrounding the performance of the group consists of 5 dimensions, hereinafter in this study will be referred to as: 1) autonomy, 2) Cohesion; 3) Pressure; 4) Innovation and 5) Care Supervisor.

### 3. Model for Academic in the performance of the group

Atmospheric or psychological situations group consists of five main dimensions, namely cohesion, autonomy, innovation, pressures and concerns supervisors (Koys & De Cotiis, 1991). Integration of the model in this study further shown in Figure 1.



**Figure 1. Theoretical Model for Atmospheric Academic Psychological Group**

Based on the integration of theoretical models of group psychological atmosphere that is composed as shown in figure 1., Then the model will be tested each dimension of psychological situation to see its influence on group performance.. In the context of the teams or study groups in college, or group psychological situation psychological academic atmosphere of this group is related to the performance of a learning team.

## RESEARCH METHODS

### 1. Draft of the Research

The main method to be used in this study is mixed methods design (*mixed-method design*), the combination between quantitative and qualitative approaches (Tashakkori & Teddlie, 1998). The



method used in this study is a quantitative approach and qualitative approach. The research was planned to take place in three stages of research.

The first stage is performed with a qualitative approach with interviews and observations. The second stage is done by a quantitative approach is to conduct surveys, provision of psychological scales or questionnaires in the field. The third stage is done by quasi experimental methods.

Experimental method was chosen because a picture of the ideal design of the conceptual side, especially the concept of drafting an effective learning team and strong, need to be carefully realized and tested empirically in the field. There is some manipulation and control as well as the exclusion of the theoretical conceptual design will be done in groups, so it is not possible to test the concept directly to groups that already exist in social reality, associated with the control and exceptions that will be performed (Cook & Campbell, 1979 ).

## **2. Research Phase**

Research in the third year is the final stage of the three sets of studies are planned. In the first year to collect data on aspects of support in each variable, the second year to find indicators for each aspect contained in the variable, and the last stage of this study wanted to test models of the influence of psychological academic atmosphere. Indicator of success for the third year: Known to influence the academic atmosphere on the performance of the team learned in college.

## **3. Step Work of Research**

1. Develop experimental design based on the results of phase 2 studies.
2. Develop indicators of team performance measurement study at colleges valid.
3. Doing the experiment, giving the treatment / intervention.
4. Perform data analysis
5. Discussion Creating data and integrate the experimental results the overall results of the research phase of 1-3.
6. Making the final report and recommendations to the hand-related parties.
7. Preparing scientific publications.

## **RESEARCH REPORT AND DISCUSSION**

### **1. Preparation of research**

Prior to the experiments carried out several things that need to be done is to prepare the study.. In preparation for this study, which generated a few things as follows.

#### **1.1. The design of experimental method**

The results of previous studies showed that all the psychological aspects of the academic atmosphere has a role to support the learning team performance in college, it can be stated that the intervention provided should contain: cohesiveness, autonomy, care supervisors, pressure, and innovation. The results of these studies support the opinion Koys and De Cotiis (1991) who compiled three important criteria to identify the psychological situation of the first dimension, the dimension is a measure of perception. Second, the dimensions of an image rather than the evaluation activity. Third, these dimensions can not be an aspect of organizational structure and duties Cohesiveness will be grown before the implementation of the intervention, while the autonomy and the pressure will be borne by the supervisor to create it through a series of behaviors. Aspects of innovation explored and grown in

the experimental process through the assignment given. Based on these exposures, the design of his experiment as follows:

**Table 1. The design of the division of Group**

<b>Group A</b>	<b>Group B</b>
Care Supervisor, Autonomy, Pressure	Do not care Supervisor, Autonomy, Pressure
Care Supervisor, Autonomy, Without Pressure	Do not Care Supervisor, Autonomy, Without Pressure
Care Supervisor, Directive, Pressure	Do not Care Supervisor, Directive, Pressure
Care Supervisor, Directive, Without Pressure	Do not Care Supervisor, Directive, Without Pressure

The division of groups as above will give a variation of the group. Therefore, the design analysis to be carried out considering the different variations that may arise.

DESIGN OF EXPERIMENTS: pretest → Treatment → posttest

## **1.2.Preparation for intervention programs**

Based on the experimental design exists then there are several roles that must be raised. The role that must include: facilitators, supervisors, raters (assessors), the observer, as well as research subjects. The details of the tasks that must be lived to the cast according to the job description below:

### **1. FACILITATOR**

Definition: a person appointed to provide training facilities to condition the situation al the form of services, the tendon of the event.

Duties and obligations

1. Being a host of training
2. Provide a program to solve the atmosphere so that liquid (*ice breaking*)
3. Making the participants to know each other
4. Create a cohesive atmosphere
5. Delivering the movement from one event to the next event
6. Reminds supervisor in case of deviation

Specifications of office: the experience of providing training

### **2. SUPERVISOR**

Definition: oarng assigned to a mentor or supervisor for the experimental groups. At this training, supervisors are divided into 2, which is concerned with guidance supervisors and supervisors who do not care for his guidance.

Duties and obligations of supervisors who are concerned:

1. Conditioned so that his guidance was familiar with one another

2. Creating an atmosphere of acceptance
3. Creating an atmosphere of trust
4. " Provide motivation to his guidance, for example with the phrase "united we stand, divided we fall divorce"
5. " Provide encouragement for guidance, for example with the words: "come on you can"

Duties and obligations of supervisors who do not care:

1. Provide freedom for his guidance to get to know or not know each other
2. No matter the existence of guidance
3. Divide their attention between his duties as a supervisor with another job, for example by leaving the room
4. Often changes attention with other activities, for example with other people phoned, reading newspaper
5. Does not provide support for the spirit of the guidance
6. Not provide the motivation for his guidance in completing the task.
7. Talk as necessary

Specification position: having authority or power that was well respected for the experimental group

### 3. RATER

Definition: a person appointed to provide an assessment of the tasks assigned to the experimental group

Duties and responsibilities:

1. Checking the task that has completed the experimental group
2. Provides an assessment based on the key or the guidelines that have been granted
3. Discuss with the other raters officer
4. Determine the final outcome of the tasks for each experimental group

Specifications of office: has the ability to provide an objective assessment, an understanding of the material provided.

### 4. OBSERVER

Definition: a person who is appointed to make the observation of the experimental group during the experiment lasted.

Duties and responsibilities:

1. Record the unique events that occurred in each experimental group which it is responsible.
2. Record the behavior of a prominent member of the experimental groups
3. Take note of any changes or deviations that occur by supervisor
4. Record the time taken by the experimental group in completing the task
5. Provide an assessment of the aspects that the focus of observations.

Specifications of office: has rigor, careful observation, deft, objective, and can be assertive.

### 5. RESEARCH SUBJECTS

Definition: people who volunteered to be subjects of research as evidenced by the informed concern

Duties and obligations and rights:

1. Willing to follow the experiment from start to finish
2. Willing to sign a blank willingness
3. If in the process of experimentation experiencing barriers to follow the next process will be given the opportunity to resign with a record of the cause of the barriers are things that are very significant, for example, sick

Specifications positions: student

### 1.3.Preparation of assignment

Student is a student at a higher level. Therefore the form of assignment is not the same as elementary school students and high school as more use of analysis-synthesis as well as allowing for the emergence of novelty or innovation or creativity. Taking into account these conditions then the form of assignment to be given to the experimental process involves three things: performance, cognitive and innovation. *Performance* tasks are expected to represent the completion of tasks requiring visual motor coordination and cooperation that involves also cognitive function. Cognitive tasks are expected to represent the completion of tasks that are cognitive or insight and memory. While the task of innovation is expected to describe student's ability to analyze, as well as pouring creativity and innovation. Because students are required to peel a sharper and able to innovate problem based on materials that already exist. Assignment model is also a representation of the results of previous studies.

**Table 2. The design task will be given to the experimental**

No.	Task	Description	Media and methods used	Information
1.	performance	Ability shown by members of the group to solve the problem	Matches, build a tower out of matchsticks	
2.	Cognitive	Cognitive abilities exhibited by group members to answer the questions given	Answer sheet, Exam questions General Psychology	The cornerstone of thinking: General Psychology is a knowledge base for psychology students so hopefully will be resolved without making the learning process in particular
3.	innovative	Ability shown by members of the group to accomplish tasks that are novelty	Stationery, large markers, manila paper, newsprint large, pastel-dye, scissors, colored paper, glue.	The experimental group was asked to make a poster based on a given task. The task of the research based on journal,

### 1.4.Formulation of gauge group performance (learning team)

Performance is measured using the team learned several ways, namely through the scale and through the assessment of the raters and observers. In this study, a more preferred is the assessment of the raters and observers with a view to obtaining the objectivity of the results of a given intervention. Assessment based on the performance scale is more normative study team, therefore it is not used in this study.

Format ratings nearly equal to the observation format. Similarity lies in the aspect that must be assessed and the range of scores that must be given while the difference in the format description.

### **1.5.Determination and recruitment of research subjects**

Recruitment of research subjects is done in two ways: inviting participants voluntarily and assign students a course participant tertantu. Recruitment of the first way, will produce a research subject who is really interested to follow the process of this experiment. However, the barriers are some of the time provided for the enrollment of research subjects, their quota is not met. While the second way, is likely to generate considerable research subjects are forced to follow the process of this experiment, but will quickly meet the required quota of research subjects. In this study the number of subjects required as many as 240 students to fill eight cells with each cell filled with 30 people (see the design division of the group).

In this study the determination of the subject of research done in two ways: accept participants who are interested in volunteering as well as requiring students participating in Personality Psychology course to follow this experiment. The notes given are all participants are students of faculty of Psychology University. Assumptions election this subject is: as a *pilot project* because there has been no similar previous studies and the subject is seen from quite varied backgrounds. While in force is not considered, with the consideration that the students in one institution will be easier cohesive than from many different institutions.

### **1.6.Recruitment supervisor, facilitator, raters (assessment team), the observer.**

Consideration rekrutemen facilitators, supervisors, raters and the observer is the job description. Therefore, it takes a long time to get those who have served as demanded. Some of the difficulties that arise are the people who served as a supervisor, who initially agreed to charge towards the implementation of the experiment was not able to carry out their duties because there are families who can not being left. Similarly, the raters, which was originally prepared two days before D-day, the concerned states his unwillingness to have to find a replacement in quick time and briefed intensively in order to act according to demands. The next major issue is the recruitment of the observer, which was originally planned for only 4 people per day but with consideration to be more thorough and detailed then added 2 people per day so there should be 6 people observer. All officers (facilitators, supervisors, raters and the observer) must be served during the experiment took place in order to awake consistency.

## **2.Implementation of research**

### **2.1.The process of experimentation**

Implementation of these experiments on 21 to 24 September 2011. Experimental implementation process delayed many times due to (1) of quotas subject of research that falls short, (2) subjects who also was an active status as a student attending the course lab especially, (3) inactivity was a student because there is the month of Ramadan, informally that there are no lectures so that students are less willing to follow this research program, (4) supervisors initially willing but his willingness to cancel because there is a family activity that can not be represented, (5) raters who initially willing to also cancel due to his willingness activities and tasks that are not can be abandoned and the observer needs to be added so that the outcome in more detail. Therefore, the chosen few things into consideration (1) the conduct of the experiment after a lecture active again but not yet entered the core courses, (2) implementation eksperiemn done outside of lecture hours, (3) looking for a replacement supervisor, (4) searching for a replacement raters , (5) adds to the officer observer. After all is ready, it was decided the implementation of experiments on 21 to 24 September 2011. Activity per day starting at 13:00 to 16:30. The standard experimental procedure in general and per day can be seen at exposure below.

### Standard operating procedures in general:

1. Participants were divided into 8 groups / cell experiments, each group comprising 6 teams being planned consisting of 5 students
2. Each group was conditioned in a cohesive situation.
3. Each treatment group received manipulation problem-solving situation is different.
4. Each team gets three tasks to be solved and done with.
5. Do check manipulation.
6. Measured performance learning teams in college (before treatment and after treatment).

### Standard Procedures Special Experiment: Per Treatment / per day

1. Opening and participants fill out a deal of research (*informed consent form*) and the scale of performance learning *teams*.
2. Facilitator to divide participants into large teams (A & B) at random (*random assignment*).
3. Each of the teams will be grouped into 6 small teams containing 5 people
4. Facilitators guide the small team to become a cohesive team.
5. Large teams into different rooms by guided by a supervisor
6. The team then asked to complete **tasks 1, 2 and 3**, respectively.
7. Supervisors then act according to type of treatment.
8. The treatment is given autonomy and peer pressure.
9. Observer observe the dynamics of the group and fill out the observation sheet.
10. Appraisers provide an assessment according to the conditions in the field and the directions given.
11. All the team re-assembled at the audiovisual room
12. Ice breaking
13. Scale Performance Measurement of a learning team.
14. Close ceremony

**Table 3. The composition of Events Research and Training Problem Solving In Group**

No	Time	Activity	PIC
1	13.00 – 13.30	Opening and Filling Informed Consent Form and scale performance of a learning team	Chairman of the research team
2	13.30 - 13.45	Grouping	Facilitators
3	13.45 – 14.00	Group cohesiveness	Facilitators
4	14.00 – 14.30	Task 1: building a tower of matchsticks	Supervisor, Observer, assessors (raters)
5	14.30- 15.45	Tasks 2 and 3	Supervisor, Observer, assessors (raters)
6	15.45 – 16.00	Ice breaking and Psychological Scale Filling and closing	Facilitators

### 2.2.Implementation and results of data analysis if the data

After the experiment ended further data obtained were scored. The results of scoring will be used for analysis.. Analysis technique used is the analysis of different test. The results are as follows

**Table 4. Results of the research**

Installation of the group	F	TS	t	TS
Care, autonomy, pressure VS No matter, autonomy, pressure	1.310	.257 .257	11.339	.000*
Care, autonomy, without pressure.VSno matter, pressure, autonomy,	21.048	.000*	7.847	.000*
Care, autonomy, pressure VS No matter, the directive, pressure	26.619	.000*	6.133	.000*
Care, autonomy, pressure VS No matter, directive, without pressure.	8.639	.005*	6.282	.000*
Care, autonomy, tnp tek VS No matter, autonomy, pressure	.819	.369	9.023	.000*
Care, autonomy, tnp tek VS Tdkpeduli, autonomy, tnp tek.	12.801	.001*	6.657	.000*
Care, autonomy, tnp tek VS No matter, the directive, pressure	18.617	.000*	5.179	.000*
Care, autonomy, tnp tek VS No matter, directive, tnp tek.	6.092	.017**	5.604	.000*
Care, directive, pressure VS No matter, autonomy, pressure	.019	.891	4.748	.000*
Care, directive, pressure VS No matter, autonomy, tnp tek.	8.840	.004*	4.058	.000*
Care, directive, pressure VS No matter, the directive, pressure	14.044	.000*	3.019	.004*
Care, directive, pressure VS No matter, directive, tnp tek.	6.059	.017**	4.008	.000*
Care, directive, tnp tek VS No matter, autonomy, pressure	1.496	.226	8.491	.000*
Care, directive, tnp tek VS No matter, autonomy, tnp tek.	6.440	.014**	6.700	.000**
Care, directive, tnp tek VS No matter, the directive, pressure	11.553	.001*	5.336	.000*
Care, directive, tnp tek VS No matter, directive, tnp tek.	4.690	.034**	5.759	.000*

#### Information

The sign (\*) = significant at 1% significance level (very significant)

Sign (\*\*) = significant at 5% significance level (significant)

### 2.3.Results and Discussion.

Based on the results if the data indicates that a cohesive group with a clear target of the supervisor's role becomes less significant. This can be seen from the value of  $F = 1.310$  with a significance level of .0257. meaning there is no significant difference in performance between the teams concerned supervisors and supervisors do not care. Nevertheless, there are very significant differences in mean



performance learning teams under supervisors concerned and do not care where the team performance, studying under the supervisor concerned is better than under supervisors who do not care.

Application of research results both in this study suggests that a cohesive team with a cumulative GPA target, a short study period, routine learning, organizational activities, task completion, Presence attendance, adherence to the rule will be achieved without the concern of the supervisor. These results support the opinion penelitain Stott & Walker (1995) and Weisbord (1985) which states that the performance of a team is not just based on the results but can also be a process and the relations of cooperation that exists for completing the task.

Another outcome is a cohesive group with no apparent target without intensive monitoring because each member of the group given the freedom to develop themselves by using their own methods, it turns out the role of supervisors is required.. This is indicated by a value  $F = 12.801$ , with a significance level of 0.001. The test results  $t = 0.000$ . This means that supervisors care is needed when faced with an uncertain situation without a clear target, although the group is cohesive.

The next results show that a clear direction and targets given by the supervisor is needed. This was indicated by the value of  $F = 14.044$  with a significance level of 0.000. The results of t test with significance level = 3019 0004.. This means that affect the performance of the group supervisor is a supervisor who has a clear direction and targets.

The role of supervisors is required by the group of concern when faced with tasks that are not obvious target. This was indicated by the value of  $F = 4690$  with a significance level of 0.034, the group mean difference  $t = 5759$  with a significance level of 0.000. In other words, supervisors loving, responsible, and provide care and guidance and intensive monitoring will help accomplish the task of uncertainty or without a target.

Performance team in desperate need of caring supervisors when faced with the task to the pressure indicated by the value of  $F = 21.048$  by 0.000 at the significance level of test performance differences between supervisors who care team, providing the flexibility to grow as well with a clear target, compared to supervisors who do not care, free up to developed but without a clear target. This means that task performance is accompanied by clear targets need caring supervisor. The implication is that supervisors should monitor intensively so that the target is reached.

Team performance comparison between the supervisor concerned, autonomy and pressures than supervisors do not care, directive, indicates the pressure value of  $F = 26.619$  with a significance level of 0.000. It illustrates that the supervisor concerned that member trust in his guidance to develop themselves accompanied the target achievements are clear, then the performance coaching team better than the supervisors did not care, little direction with a clear target. The implication is that an appropriate supervisor is a member the freedom to develop themselves to the guidance provided it has a clear target.

Supervisors who care, autonomy, pressure performance yield a better team than supervisors who do not care, directive, without the pressure (indicated by the value of  $F = 8639$ , with a significance level 0.005). The implications of these results is the supervisor of member trust to his guidance to develop themselves when accompanied by a clear target it better team performance than supervisors who do not care, without an obvious target, but the prosecutor.

When pairing group care supervisor, autonomy, without the pressure of the supervisor does not care, autonomy with pressure, showing the value of  $F = 0.819$  with a significance level of 0.369. These results indicate that there was no significant difference. In other words, supervisors who cares, give confidence to grow, but lack a clear target, the impact is no different from the supervisor who does not care, provide an opportunity to grow, but it gives a clear target.

Performance comparison group care supervisor, autonomy, without the pressure of the group supervisor does not care, autonomy, without the pressure of showing the value of  $F = 12.801$  with a significance level of 0.001. In other words, for tasks that require autonomy and pressure or a clear target, then the role of supervisors is very prominent concern.

Performance comparison with a group of concerned supervisor, autonomy, pressure with a group of supervisors who do not care, directive, indicates the pressure value of  $F = 18.617$  with a significance level of 0.000. While the value of  $t = 5.179$  with a significance level of 0.000. Thus it can be stated that the supervisor of a loving, responsible, trustworthy it will help the member of the team to show a better performance by providing a clear target to achieve the target despite the guidance given the freedom to develop themselves.

Performance comparison between groups with a group of concerned supervisor, autonomy, pressure with a supervisor who does not care, directive, without the pressure of showing the value of  $F = 6.092$  with a significance level of 0.017, while the value of  $t = 5.604$  with a significance level of 0.000. Thus it can be stated that the performance by the group supervisor who provides an opportunity to develop guidance for better performance compared with a group of supervisors who do not care but often provide demanding.

The group with the supervisor concerned, the directive, the pressure showed that performance did not differ by group supervisors who do not care, autonomy, the pressure indicated by the value of  $F = 0.019$  with a significance level of 0.891. Thus it can be stated that the role of supervisors who are concerned but is followed by clear rules and targets, the performance group was not different from the supervisor who does not care, but it gives a clear target for his guidance and provide an opportunity to develop themselves without having to be monitored.

Performance with the group supervisor concerned, the directive, the pressure showed a significant difference in performance with the group supervisor does not care, autonomy, stress, indicated by the value of  $F = 8.840$  with a significance level of 0.004.; While the value of  $t = 4.058$  with a significance level of 0.000. Thus it can be stated that the supervisor is responsible, daring directing, and providing a clear target group then the performance is better than the group supervisor does not care, guidance and the members freedom to develop themselves without a clear target.

When the assignment model are controlled, as it has in common is the performance autonomy and pressure groups concerned with the supervisors showed better results than the group supervisor who does not care. This was indicated by the value of  $F = 14.044$  with a significance level of 0.000,  $t = 3.019$ , with a significance level of 0.004. Thus it can be stated that the concern supervisor plays an important role for the performance of the group. Supervisors who care produces better group performance than supervisors who do not care.

When comparing the task with pressure and without pressure, then the performance of the group with the supervisor concerned is higher than the performance of the group supervisor does not care shown by the value of  $F = 6.059$  with a significance level of 0.017, the value of  $t = 4.008$  with a significance level of 0.000. In other words, supervisors who care and provide a clear target, then the performance is better than the guidance of supervisors do not care and without a clear target.

Performance with the group supervisor concerned, the directive, without the pressure shows the results did not differ significantly from the performance group with supervisors do not care, autonomy, stress. This was indicated by the value of  $F = 1.496$  with a significance level of 0.226. In other words, the completion of tasks directed by the supervisor but without a clear target results were not different from the completion of the task that gives freedom to develop themselves but have a clear target, although the supervisor did not care.

When the control pressure or targets, performance groups with supervisors concerned and provide direction were higher than the group with the supervisor does not care and without direction. This was indicated by the value of  $F = 6440$  with a significance level of 0014, the value of  $t = 6700$  with a significance level of 0000. Thus it can be stated that the supervisors who care and provide guidance and intensive monitoring of the performance of his guidance better than supervisors who do not care.

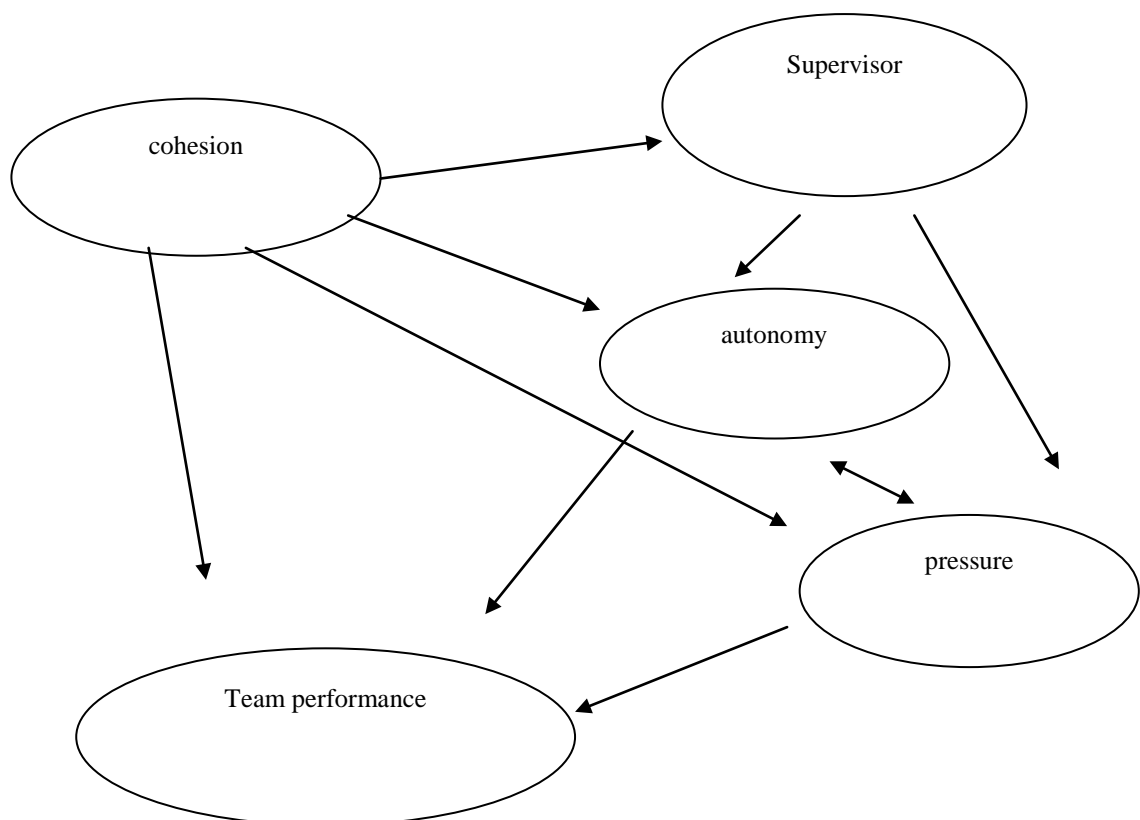
When the assignment concerned with the timeliness or clear target, the performance group under the care supervisor, and willing to provide guidance even without a clear target better than supervisors who do not care, full landing with a clear target. In other words, supervisor without target have better role than authoritative supervisor. It can be seen from the coefficient of  $F = 11.553$ , with significance level of .000, the value of  $t$  test = 5.336 with level of significance = .000

When the assignment requires a direction, although without a clear target, the role of supervisor become visible. Team performance with care supervisor has better result than the performer of the team whose supervisor is not care. It can be seen from  $F = 4,690$  with the level of significancy 0,034;  $t$ -test = 5,759 with the level of significancy 0.000

Generally it can be concluded that psychological academic atmosphere refers to team cohesion, the care of supervisor, autonomy and pressure. When a learning team being cohesive, the care of the supervisor become prominent, especially in the task that require autonomy and pressure. A care supervisor is the one who has competency and experience, willingness to substitute the parent role in the campus, willingness as the source of information and facilitator, not trying to plunge the student, always trying to motivate, able to guide, to be trusted and have the authority, provide freedom for his guidance to develop themselves with clear target.

## 2.4. Test of the model

Based on the result of the research, the proposed model is



## CONCLUSIONS AND RECOMENDATION

### 1.Conclusions.

Based on the result it conclude that the role of the supervisor is needed when the tasks has clear target and intensive monitoring.

When the tasks don't need supervisory and clear target, the role of group cohesion is being prominent.

When the tasks don't have a clear target but need a supervisory, the role of the supervisor become prominent.

When the tasks need a supervisory and have a clear target, the role of the supervisor become prominent.

A care supervisor is the one who has competency and experience, willingness to substitute the parent role in the campus, willingness as the source of information and facilitator, not trying to plunge the student, always trying to motivate, able to guide, to be trusted and have the authority, provide freedom for his guidance to develop themselves with clear target.

### 2.Recomendation

Advice for the college-level policy maker: give an assignment with clear target and intensive supervisory to increase the performance of the team under his supervision.

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